

ELA: Grade 6, Lesson 9, *The Wall* Chapter 4

**Lesson Focus:** The lesson focuses on the author’s use of figurative language.

**Practice Focus:** Students will practice by identifying examples of figurative language and explaining how the figurative language helps the reader understand what is happening in the story.

**Objective:** (Overall goal for lesson set: Students will experience the building of the Berlin Wall from a child’s point of view in *The Wall* with a focus on setting, character development, and structure in a work of historical fiction.) Today’s objective: Students will be recognize the author’s purpose in using figurative language. Students collect examples of figurative language and describe what they help the reader understand. They will use some of the examples in their own writing and try to find other examples in something they read, hear, or watch.

**Academic Vocabulary:** baffled, recounted, steeled, plagued

**TN Standards:** 6.RL.KID.1, 6.RL.CS.5, 6.RL.CS.4

**Teacher Materials:**

- Lesson 9 Teacher Packet (PowerPoint slides)
- Chart paper or white board

**Student Materials:**

- Independent writing from Lesson 8
- Paper, a pencil, and a surface to write on

**Teacher delivery notes:**

- Abbreviated directions for Lesson 8 Independent activity are on L9-A. You can show that slide as you review the assignment. The example writing for Lesson 8 independent activity is annotated to show time and dialogue on L9-B of the Teacher Packet slides. You will want to read the example aloud first and then show the slide to point out the specific elements.
- Today’s lesson includes a short excerpt of informational text to help students build knowledge about the Berlin Wall. It is not intended to be a close read, so you will not be asking many questions as you read. There are a lot of numbers and dates, so you will want to read a little more slowly than you have been reading the narrative. Repeat numbers as you feel it’s necessary.
- Students will be collecting evidence of figurative language on their charts. There are eleven examples that are captured in this lesson. (There were a few more examples, but they were not included for the sake of time.) The completed chart is on L9-O and L9-P. Because there are so many, you may want to have a chart that you fill in as you encounter the examples along the way. You do not have to chart all of the right hand column because that is part of the gradual release. Students can complete some of those independently.
- This text has some German words and phrases. There are some phonetic spellings provided. You may want to Google the phrases to hear the pronunciations. Try to “translate” the phrases for students. (ie, Die Mauer (Dee-Mou-er)-The Wall; Guten Morgen-Good morning; Vater?”[Fah-tah] (Father) The family’s last name is Müller-rhymes with Ferris Bueller. 😊

Teacher Do	Students Do
<b>Opening</b> (1 min) <b>Hello! Welcome to Tennessee’s At Home Learning Series for literacy! Today’s lesson is for all our 6<sup>th</sup> graders out there,</b>	

<p>though everyone is welcome to tune in. This lesson is the fourth in this series.</p> <p>My name is ____ and I'm a ____ grade teacher in Tennessee schools. I'm so excited to be your teacher for this lesson! Welcome to my virtual classroom!</p> <p>If you didn't see our previous lessons, you can find them on the TN Department of Education's website at <a href="http://www.tn.gov/education">www.tn.gov/education</a>. You can still tune in to today's lesson if you haven't seen any of our others. But it might be more fun if you first go back and watch our other lessons, since today we'll be talking about things we learned previously.</p> <p>Today we will be learning about ____! Before we get started, to participate fully in our lesson today, you will need:</p> <ul style="list-style-type: none"> <li>• Independent writing from Lesson 8</li> <li>• Paper, a pencil, and a surface to write on</li> </ul> <p>I'll pause while you get your supplies. [Pause]</p> <p>Ok, let's begin!</p>	<p>Students gather materials for the lesson and prepare to engage with the lesson's content.</p>
<p><b>Intro</b> (5 min)</p> <p>In Lesson 8, we read Chapter 3 of the historical fiction book <i>The Wall</i>. Our main character, Franz, found out his friend Karl had not been able to get a message to Franz's father who was separated from the family on the West side of the Berlin Wall. At the end of the chapter, he is still hoping the message will make it to his father. After our lesson, you wrote the beginning for Chapter 4—your prediction, of course, since we haven't read Chapter 4 yet. These were the directions:</p> <p>[To help your students follow this section, show L9-A, or write the following model and refer to this visual as you talk through this model.]</p> <ul style="list-style-type: none"> <li>• Write the first few paragraphs of Chapter 4 in the same style as the author did in Chapters 1-3</li> <li>• Include the time the chapter begins (because the author always started with a time)</li> <li>• Have dialogue between two or more characters.</li> <li>• Check for correct punctuation and capitalization.</li> <li>• Be Creative!</li> </ul> <p>Take a minute to reread what you wrote. [Pause] I'm going to read an example to you. I want you to listen for a reference to time and any dialogue.</p>	<p>Students prepare to follow the gradual-release trajectory, understanding that they will be doing more listening at first and more "doing" toward the end of the lesson.</p> <p>Students will reread their own writing.</p>

August 18, 1961

5:30 A.M.

Franz woke up from a deep sleep with his head laying on top of his school book. His neck and back hurt from sleeping at his desk as he had worked late on all the homework his teacher had assigned. He remembered dreaming about seeing his dad through the barbed wire fence at the top of the wall. He knew that was crazy since there was no way he could get up high enough to see over the wall to the other side.

*The other side! He thought. I hope Karl was able to get the note through on his friend's truck!*

That thought got him moving, and Franz quickly dressed and ran downstairs, eager to start his morning by looking for Karl. He had woken up so early it was barely light outside. When he ran past the kitchen, he saw his mom sitting at the table, like she had every morning since his dad didn't return.

"Franz, where are you off to so early?" she whispered. Franz wondered if she had slept at the kitchen table like he had slept at his desk.

"I don't want to be late for school again, Mutter," he answered.

"Okay," she replied. "Be careful. And make sure you're back on time this afternoon. I don't know where you've been going after school, but this is not a time to be out wandering the streets."

"Yes, Mutter." Franz hoped she wouldn't notice the time that afternoon. Because of course he intended to hunt for Karl after school. It was all he would think about until the last school bell rang.

That was some pretty good writing, wasn't it?

So, I'm looking for a specific time and some dialogue between characters, right? [Show L9-B Refer to specific elements as you review.] **This student chose 5:30 A.M. Wow! That's early in the morning! It sort of makes sense though, doesn't it, because he fell asleep at his desk and probably would wake up early. This student chose to include some of Franz's inner thoughts, and there is also dialogue between**

<p><b>Franz and his mother. Nice shout-out to this student for including the German word for Mother-Mutter!</b>  <b>On your paper label where you had time and dialogue.</b>          [Pause] <b>I hope you had fun creating a beginning to Chapter 4—I think you’re in for a surprise when we read what the author actually wrote!</b></p> <p><b>The text we are reading, <i>The Wall</i>, is considered historical fiction. Remember, historical fiction is a story that is made up but the setting is a time and place that really happened. What is the historical setting for <i>The Wall</i>? [Pause and show L9-C]</b>  <b>That’s right! It is set in East Berlin at the time the Berlin Wall was erected, or put up.—August, 1961. Here is a picture of the Berlin Wall. [Show L9-D], and here’s a map showing how the city of Berlin was divided in 1961. [Show L9-E]</b></p> <p><b>Before we start reading, let’s look at the Table of Contents again. [Show L9-F] What do you notice about the date for Chapter 4? [Pause] Yes! It’s August 18<sup>th</sup>, so it will be the day after the events in Chapter 3.</b></p> <p>[To introduce today’s lesson, the teacher says:]  <b>Today, our goal is to see how the author uses figurative language to create vivid pictures in the reader’s mind. We will begin with me showing you what that looks like, and then there will be time for you to practice on your own with my support. Finally, I will assign you independent work you can complete after the video ends.</b></p> <p><b>Let’s set up a chart to organize our thoughts. We’ll just need two columns. Title the first column “Figurative Language” and the second column “What it helps the reader understand.” Have your paper and pencil ready to take notes and answer some questions as we read. [Show L9-G]</b></p>	<p>Students will label time and dialogue on their writing.</p> <p>Students will set up two column chart with these headings: Figurative Language and What it helps the reader understand.</p>
<p><b><u>Teacher Model/Read-Aloud</u> (18 min)</b>  <b>Before we get back to our story, I’d like to read some more from the informational article about the Berlin Wall we started in Lesson 8. The article was published in 1962; that’s just a year after the wall went up. At one point, you will hear the author telling his first-hand experience seeing the Berlin Wall, so he uses the pronoun “I.” If you like to doodle while you listen, sketch out what a section of the wall looked like when it was connected to an apartment building as you hear the details in the text.</b></p>	<p>Students follow along, comprehending the text. They use teacher think-alouds and tips (e.g., definitions of words) to support their comprehension, and they think or write as directed in response to prompts and questions.</p>

The name of the article is Die Mauer (Dee-Mou-er) which is German for The Wall.

Die Mauer (informational text)

On August 13th, the East Germans began moving people out of their homes situated on or near the border. Private houses were torn down to make a bigger space between the East and West sides. Searchlights were installed to light up the space at night.

The apartment houses on the border presented a more difficult problem. In several places, the buildings on the east side of the street are in East Berlin, and the sidewalks and the street are in West Berlin. Since this meant that a resident could walk out his front door to freedom, the East Germans started, on August 13th, to wall up the entrances to all those buildings.

- Think about that! Because some buildings were right on the border between East Berlin and West Berlin, they actually became part of the wall! Are you picturing it—wall—apartment building—wall, and so on! The front door opened into West Berlin, and the back door opened to East Berlin.

The residents immediately began leaving through the first-floor windows, after throwing a few possessions into the street. The windows on the first and second floors were then bricked up, after which refugees departed from third-floor windows by lowering themselves on ropes or jumping into rescue nets held by members of the West Berlin Fire Brigade.

- [Show L9-H] Can you imagine jumping out of your window to get to safety? [Show L9-I] This picture shows people jumping from windows higher off the ground, and I see some helmets that I think might be the West Berlin Fire Brigade below with their nets.

Shortly before sunrise one day in mid-October of 1961, a group of military and volunteer soldiers went through a row of apartment buildings and told the two hundred and fifty families living in them to start packing. The evacuation went on uninterrupted for two days and three nights. Then, the buildings were empty,

On a recent visit to Berlin, I saw what a street that has been made part of the wall looks like. While people go in and out of the shops and apartment houses on the west side of the street, the other side is empty and silent. From one end to the other, no living thing appears. As a rule, the window frames are bricked up. In a few places, both the frames and

Students will sketch drawings of the Berlin Wall.

the windows were left, and the opening was sealed from the inside. [Show L9-J]

On the roofs, barbed wire is strung along the front edges and from chimney to chimney. The spaces between the buildings have been filled in with the familiar concrete slabs and blocks and topped with barbed wire. Looking closely at the upper stories, one can see places where a few bricks have been removed to provide lookouts for the police. Otherwise, there is nothing but a solid **façade** of ugly, gray masonry.

- Do you remember the word **façade** from Chapter 1? *Franz looked down at his own watch, which now read 7:26 A.M. and began to run toward the plainly painted white-brick **façade** of the school.* This author describes the façade of the wall as ugly, gray masonry. The front or façade of the school and the wall must have looked very different from each other. Look at your drawing. Does the façade of your wall look ugly and pieced together?

Okay, you've waited long enough! Let's find out what happens in Chapter 4! Remember we'll be looking for places where the author uses figurative language to help the reader get a clear picture. Be ready to write those down.

#### The Wall (Chapter 4)

August 18, 1961

East Berlin

5:45 A.M. (That's really early!)

Franz woke up to someone gently shaking him and whispering his name. He had fallen asleep at his desk the night before and felt disoriented. When he lifted his heavy head from his desk and **blinked the fog from his eyes**, Franz saw his father standing next to him.

"Vater?" [Fah-tah] (Father)

"Guten morgen, Franz."

- Whoa! Wait a minute! Were you expecting that? Franz's father just showed up! I'm telling you, I was not expecting that!
- We can already see some figurative language here. On your chart, write down the phrase "blinked the fog from his eyes." What does that phrase help the reader understand? [Pause] Of course, he didn't literally have fog in his eyes, like fog that is outside! But the author is describing that unclear feeling people have when they first wake up. Franz blinks to make sure he is really awake because he can't believe his father is really there. Write down your

Students will write the phrase "blinked the fog from his eyes" and an explanation of what it helps the reader understand on their charts.

answer for “What it helps the reader understand” in the right-hand column of your chart. [Pause]

Franz couldn't believe his eyes. "Am I still dreaming?" he wondered aloud. Franz had feared he would never see his father again, but now he was miraculously standing there in the bedroom. Franz had a million questions, but for the moment he wanted nothing more than to embrace his father tightly and never let go. [Show L9-K]

**“Son, I’m so happy to be home,” his father said, squeezing him back. “But there are serious things to be discussed now.” Franz followed his father to the kitchen, where his mother and grandparents were already waiting. [Show L9-L]**

**The air was thick with tension.** Franz had the sinking feeling that his father's return did not mean that the family's troubles were over.

- **There's another example of figurative language: *The air was thick with tension*. Go ahead and add that to your chart. [Pause] What does that help the reader understand? Write your thoughts on your chart. [Pause] I would have thought everyone would be so happy that Franz's father was home that it would be like a party. But when the author says, "The air was thick with tension," I know no one celebrating.**

Franz's mother poured tea for everyone, and the family sat huddled around the steaming mugs as his father recounted the story of how he had made it back to East Berlin.

"After the wall was built, all of us East Berliners were told that we would not be able to return home. No one understood what was happening, and the authorities couldn't answer any of my questions. I had no way of contacting you. You can't imagine how frightened and confused everyone was. But last night, I unexpectedly received a sealed note from a young soldier. When I opened it, I was **baffled** . . . it was from Franz!"

- There are a couple of words here we can probably define with a synonym. Let me reread this sentence: *his father recounted the story of how he had made it back to East Berlin*. Based on the context, what word would you substitute for recounted? [Pause] You may have chosen something like “told.” Let’s see if it fits: His father told the story of how he had made it back to East Berlin. Yes, that makes sense. Usually, the prefix re- means to do something again, so does it mean he has told the story to someone already? [Pause] I don’t think so. I think it means he is telling

Students will write the sentence “The air was thick with tension” and an explanation of what it helps the reader understand on their charts.

Students will choose a synonym for recount—likely told or retold.

something he has already experienced—like re-living it. That's where the prefix *re-* comes in.

- Let's think about a synonym for another word-baffled.

Here's the sentence from the text: When I opened it (the message), I was baffled...it was from Franz! Based on the context what synonym would you choose? [Pause] Yes, I think *confused* would be a good synonym. Franz's father would be confused and certainly surprised when he realized he had a message from Franz.

Franz then explained how he had given the note to Karl, who said he would try to figure out a way to get it across the wall. “This soldier, Karl’s friend,” continued Franz’s father, “he told me about another soldier who knew a secret way through the wall. But I had to pay him an entire week’s wages for that information. That man told me about an old apartment building that was exactly on the border between East and West Berlin. The wall had been built around the building, but it wasn’t entirely sealed off yet. [Show L9-M] He led me through the building’s front door in West Berlin, and I simply walked out the back door and came out in East Berlin. It was worth every penny!”

- Do you remember what we read about in the informational text? [Pause] Yes, we read the government began sealing off buildings that were on the border on August 13, 1961. Of course, it's likely that it took some time to seal off all of the buildings, so Franz's father getting back through one that was still open lines up with historical context, doesn't it?

His father's eyes were bright and lively as he looked at his family. But when they rested on Franz, a cloud came over his face. "Unfortunately, going back won't be so simple."

***“Going back?”*** said Franz. ***“But you just got back. And *this* is our home. How can we leave?”***

“Franz, we can’t stay in East Berlin anymore. I’m sorry. I know your friends and school are here, but we have no choice but to leave. You see, the wall is just the beginning. Life here is changing for the worse. I cannot allow my family to live in a city that is being turned into a prison. I’ve already rented an apartment for us in West Berlin, and we’ll begin a new life there together as a family.” His father paused. He looked at Franz, and he **steeled** himself to **deliver one final blow**. “Franz, we’ll leave tonight.”

- Can you imagine how hard it would have been for Franz to take all of this in? [Pause] He had to process

Students will choose a synonym for baffled—likely confused.

Students will write the sentence “a cloud came over his face” and an explanation of what it helps the reader understand on their charts.



his father's return, the story of how he got there, and the thought of the whole family leaving their home.

- I'm going to reread a few sentences from this section. Listen for the figurative language. His father's eyes were bright and lively as he looked at his family. But when they rested on Franz, a cloud came over his face. "Unfortunately, going back won't be so simple." Write down the figurative language phrase. [Pause] That's right! It was "a cloud came over his face." Write down what you think that helps the reader understand. I know it's not a literal cloud on his face!
- Now, listen as I read this sentence again: He looked at Franz, and he steeled himself to deliver one final blow. "Franz, we'll leave tonight." There are a couple of things to notice here. First, the word *steeled*. When I think of steel, I think of the hard metal. So, if Franz's father steeled himself, he must have been preparing to say something that would be really hard to say.
- We read another example of figurative language, too. Add *deliver one final blow* to your chart. Remember it's called figurative language because if we tried to make it fit literally, it wouldn't make sense. We know that Franz's father is not about to hit Franz! So, what does it mean? [Pause] Yes! He has one last piece of bad news—they have to leave that night. Make sure you add that to your chart.

**Get ready! This next part has four examples of figurative language. Write them on your chart as you hear them.**

His father's words struck him deep inside, and a wave of sadness washed over Franz at the thought of never seeing his friends again. Streams of fond memories, like a slide show of his life in East Berlin, flashed through his mind. *Can this really be happening?* But he knew his father was right. The wall had nearly stolen his father from him, and he couldn't imagine living fearfully in its shadow.

**“But how will we escape?” Franz asked.**

- Did you hear some of the figurative language phrases? [Pause] Here are the ones I wrote down: wave of sadness, streams of fond memories, like a slideshow of his life, the wall had nearly stolen his father from him. They all help paint a picture of the emotions that Franz is feeling. I thought it was interesting that his sadness was described as a “wave,” and his memories were “streams.” It makes me think the memories that were good were not as

Students will write the phrase “one final blow” and an explanation of what it helps the reader understand on their charts.

Students will write the phrases “wave of sadness”, “Streams of fond memories”, “like a slide show of his life”, and “The wall had nearly stolen his father from him” and an explanation of what it helps the reader understand on their charts.

<p>strong as the sadness he was feeling about leaving. There was one example of personification, giving human qualities to something that isn't human. Which one is it? [Pause] Yes! The author personified the wall by saying it stole his father from him.</p> <p>"Unfortunately, we can't risk using any of the buildings that run along the wall to escape. By now, the windows and doors of the building where I snuck out will likely be bricked off, and buildings like that will be watched closely. But thanks to you, Franz, there might just be another way."</p> <p>Franz's father then told the rest of the family about the poorly guarded section of the wall that Franz had discovered. The family would set out under cover of darkness, and would climb over that spot in the wall in the minutes between the guards' patrols.</p> <p>"We must leave tonight, but it's important that we act as if today is a normal day. We cannot risk raising suspicion. So hurry off to school and do not say a word about this to any of your friends."</p> <ul style="list-style-type: none"> <li>• We've talked before about the structure of a text and how an author is very intentional about everything he or she includes. In order for the family to have an escape plan, what event had to happen before this moment? [Pause] You got it! Franz had to give the message to Karl! We didn't know at the time how important that would be...but the author did!</li> </ul> <p>Listen for two more examples of figurative language as I read:</p> <p>At school, Franz struggled to pay attention. He was too lost in daydreams about his family's plan to escape. Though he was nervous, he was also excited about the thrill of a secret mission. His excitement was shattered, however, by a disturbing announcement from his teacher.</p> <p>"Agatha Richter will no longer be in class. She and her family were arrested yesterday evening for attempting to escape to West Berlin." The alarming news of his classmate's arrest weighed on him like a bear, and caused the minutes and seconds of the day to slow to a crawl. Franz waited in misery for school to end, his mind plagued by thoughts of everything that could go wrong. His family could end up in jail—or worse. But he knew his father would not turn back from their plan now.</p> <ul style="list-style-type: none"> <li>• Franz's thoughts about his family's plan to leave East Berlin were interrupted by some shocking news. What was the news? [Pause] Yes, the news that</li> </ul>	<p>Students will write the phrases "weighed on him like a bear" and "caused the minutes and seconds of the day to slow to a crawl" and an explanation of what it helps the reader understand on their charts.</p>
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Agatha Richter and her family had been arrested for trying to escape jolted him back to reality. Why do you think the author included this side story? [Pause] I agree. I think the author did it to create tension for the reader who would now be reminded the same thing could happen to Franz and his family.

- Did you write down two examples of figurative language? [Pause] I wrote down these two: *weighed on him like a bear* and *caused the minutes and seconds of the day to slow to a crawl*. You probably recognized “weighed on him like a bear” as a simile. When we look back at the text we can see it was the news that weighed on him like a bear. What does that help us understand? [Pause] Right, it tells us he understood what that news might mean for his family. I know minutes and seconds can’t actually crawl, so “caused the minutes and seconds of the day to slow to a crawl” has to be personification. What does it help the reader understand? [Pause] Exactly! The time just seemed to go in slow motion when Franz really wanted it to go faster so they could escape and be safe.
- The word plagued seems pretty important in the phrase *his mind plagued by thoughts of everything that could go wrong*. I know a plague is a contagious disease, so I can infer his mind being plagued with thoughts means one bad thought springs another bad thought and so on almost like it’s contagious.

Let’s finish this chapter:

Franz raced home from school and began to pack his bag. His father insisted that they travel light. [Show L9-N] He didn’t want them to call attention to themselves in the streets, and they needed to make sure they’d be able to climb the wall easily. Franz packed only the most essential items: a few pairs of pants, some shirts, socks, and his favorite book. He had read Alexandre Dumas’s *The Count of Monte Cristo* many times and hoped he could summon the Count’s legendary courage tonight. He stared at the book before dropping it into his bag and wondered if his own story would have a happy ending.

- Did you see what the author did there? He purposely had Franz choose to take the book *The Count of Monte Cristo* because its main character had courage and the story has a happy ending. Franz needed courage and hoped for his own happy ending in getting safely to the other side of the wall. Well done

<p>by the author. Maybe you'll want to read that book someday...or maybe you already have!</p>	
<p><b>Guided Practice</b> (3 min)</p> <p>We've done a lot of work along the way today in recording examples of figurative language in this chapter, so let's take a few minutes to check our work.</p> <p>Can you believe how many examples we found? I counted eleven! I wonder if we found so many because we were looking for them. If we had not been closely reading for them, we may have just read over them. They still would have had the same impact in helping us understand the text better, but I'm glad we took the opportunity to see just how the author used figurative language to paint a clear picture for us.</p> <p>Make sure you have your chart completed. I'll read the list of examples we found: [Show L9-O and L9-P as you read]</p> <ul style="list-style-type: none"> <li>• Blinked the fog from his eyes</li> <li>• The air was thick with tension</li> <li>• A cloud came over his face.</li> <li>• One final blow</li> <li>• Wave of sadness washed over Franz</li> <li>• Streams of fond memories</li> <li>• Like a slideshow of his life in East Berlin</li> <li>• Flashed through his mind, <i>Can this really be happening?</i></li> <li>• The wall had nearly stolen his father from him.</li> <li>• Weighed on him like a bear</li> <li>• Caused the minutes and seconds of the day to slow to a crawl</li> </ul> <p>We have already talked about what each one helps the reader to understand. Did you notice many times the author used figurative language to explain how a character felt or experienced something? I'm going to let you finish the right side of the chart—what it helps the reader understand as part of your independent practice.</p> <p>All of the vocabulary words we talked about today have something in common. Here is the list of words: baffled, recounted, steeled, plagued. What is the same about them? [Pause] You're right! They all end in -ed, and they are all verbs. They represent some kind of action. Let's do a review by naming synonyms for each word. I'll say the word—you say a synonym:</p> <p><b>Baffled</b> [Pause] <b>yes! Confused</b></p> <p><b>Recounted</b> [Pause] <b>That's right—told</b></p>	<p>Students follow along and think and act as instructed, gradually gaining confidence and competence.</p> <p>Students will check their charts and add any needed information.</p> <p>Students will answer with a synonym</p>

<p><b>Steeled</b> [Pause] I had to think about this one a little more. How about braced?</p> <p><b>Plagued</b> [Pause] I was having a hard time coming up with one, so I used a resource, an online thesaurus, and found the word <i>troubled</i>. I think that fits really well in the sentence from the text <i>his mind plagued by thoughts of everything that could go wrong</i>.</p>	
<p><b>Independent Work</b> (1 min)</p> <p>[To help your students follow this section, write the independent practice assignment and refer to this visual as you talk through this independent practice assignment. The assignment is also on L9-Q].</p> <p><b>Your independent practice has two parts:</b></p> <ol style="list-style-type: none"> <li><b>1. Choose at least 3 of the figurative language examples we've found in our text today and write original sentences using those examples in a different context.</b> For example: As I stood by the pool preparing to jump in, a memory flashed in my mind of the time my sister jumped in without her life jacket and almost drowned. I stepped back from the edge as if I'd been burned. (See how I threw in even more figurative language...as if I'd been burned.)</li> <li><b>2. Collect some examples of figurative language that you read, hear, or watch. Record on the same paper that you wrote your own sentences for #1. You may be surprised at how many you notice when you are looking for them! Happy hunting!</b></li> </ol>	<p>Students will write original sentences using some of the figurative language examples found in Chapter 4.</p> <p>Students will "collect" examples of figurative language.</p>
<p><b>Closing</b> (1 min)</p> <p>I enjoyed working on finding examples of figurative language with you today! We only have one more chapter of The Wall to read! Thank you for inviting me into your home. I look forward to seeing you in our next lesson in Tennessee's At Home Learning Series! Bye!</p>	

Bainbridge, J., 1962. *Die Mauer*. [online] The New Yorker. Available at: <<https://www.newyorker.com/magazine/1962/10/27/die-mauer>> [Accessed 3 April 2020].



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